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ABSTRACT

In this practicum, 15 learning-disabled pupils in grades two and three participated in an individualized program featuring mastery learning, a personalized system of instruction, attention to learning style and modality, and behavior modification, in order to improve reading levels and poor behavior. Program components included learning stations, interest centers, a variety of special materials, various modes of learning, aides and tutors, and immediate reinforcement. This approach tailored instruction for each pupil with a particular problem and allowed extra time for acquisition of basic learning skills in areas where this was necessary. Pupils were actively engaged in learning processes in which their behavior was modified. Although total remediation of the reading deficit was not achieved over 4 and one-half months, overall improvements were highly significant. Behavior was also improved. Appendices list objectives for each pupil, testing instruments utilized, and games and special materials used. Includes 20 references. (JDD)

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AN INDIVIDUALIZED APPROACH TO IMPROVE READING ACHIEVEMENT LEVELS AND BEHAVIOR OF LEARNING DISABLED PUPILS

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by

PRESTON T. HEBRON, JR.[1]

Submitted in partial fulfillment of the requirements of the National Ed.D. Program for Educational Leaders, Nova University.

Introductory Practicum
Prince George's County Cluster
Submitted: February, 1981

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AUTHOR HEBRON, PRESTON T. JR.

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DESCRIPTORS Learning Disabilities; Diagnoses; Behavioral Objectives; Individual Profiles; Individualized Instructions; Mastery Learning; Personalized System of Instruction; Rate of Learning; Learning Modality; Learning Style; Peer Tutoring; Aides; Learning Stations; Learning Games; Special Materials; Behavior Modification; Positive Reinforcement; Behavior Rating Scale.

ABSTRACT The practicum presented in this study was designed and implemented with a two-fold purpose. This practicum sought to improve reading and behavior for learning disabled pupils. Fifteen learning disabled pupils were targeted for treatment out of 108 identified learning disabled pupils. These fifteen pupils were in the second or third grade. All of them had been retained at least once. A standardized test was used to diagnose strengths and weaknesses in reading. The Bond-Tinker method was employed to determine reading expectancy. An informal inventory was administered to pinpoint specific skill deficiencies. A behavior rating scale was used to assess and measure behavior. An interest survey was conducted to determine pupils' likes, and dislikes. Once diagnosed, each pupil participated in an individualized program. This program featured components of Mastery Learning, A Personalized System of Instruction, Learning Style and Modality, and a Behavior Modification Program. A combination of these components featured individualized instruction, learning stations, interest centers, a variety of special materials, various modes of learning, aides and

tutors, and immediate reinforcement. This approach tailored instruction for each pupil with a particular problem and allowed more time for acquisition of basic learning skills in some areas while advancing at a normal rate in others. The individualized program utilized was able to get the pupil actively engaged in a learning process in which his/her behavior was modified. A table and a list of individual objectives was used to specify the successful results. (Appendixes include individual objectives, testing instruments utilized, individual profile, a list of games and special materials and observers' verification letters.

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Thanks to Dr. Frances Bingen, Principal at Manor View Elementary School, and Mr. Everett Pettigrew, Director of Area III for consenting to be practicum observers.

Finally, thanks to Mr. Robert Jones, former Principal at Van Bokkelen Elementary School, current Principal at Brock Bridge Elementary School for allowing me to perform this practicum and for consenting to be an observer.

INTRODUCTION

Van Bokkelen Elementary School is an open-spaced suburban school located on Reese Road in Severn, Maryland. Van Bokkelen provides services for pupils attending grades one through five.

Van Bokkelen Elementary School has a total enrollment of 620 pupils. The population breakdown is as follows: fifty-five percent Black, thirty-five percent White, and ten percent other (Asian, Spanish, Korean, Mexican, Indian and Vietnamese). Of the ten percent, two percent are non-English speaking. Many of the families are transplants from Baltimore, Annapolis, Washington, D.C. and New York. Fort George G. Meade, an army base, is located nearby.

The school was constructed in 1971 in order to serve a population of youngsters residing in public housing. The best way to describe the population is to compare the life style with that of an inner city ghetto.

THE PROBLEM

The purpose of this practicum was to improve reading achievement levels and behavior of learning disabled pupils at Van Bokkelen Elementary School. Of the school's population totalling 620 pupils, approximately 25 percent have been labelled as special education pupils. In addition, approximately 25 percent were receiving Title I services. The number of identified learning disabled pupils totalled 108.

Learning disabled pupils at Van Bokkelen Elementary School demonstrated discrepancies in learning as discussed in the following:

> Children who are able to perform well on some tasks but perform poorly on other tasks are said to have discrepancies in their learning capabilities. Such discrepancies may also be observed when comparing their current performance, e.g., being unable to read at grade level, with their intelligence, average or above average. Specialist refers to this predicament as a discrepancy between performance and potential ability.[1]

> Considerable controversy exists in the literature over what actually constitutes a learning disability. The common element in most definitions is the notion of a discrepancy between ability and school achievement in children who are physically, intellectually, socially, and emotionally "normal." The nature of this discrepancy is seldom formally specified, but in practice, it often refers to a deficit of $1\frac{1}{2}$ - $2\frac{1}{2}$ years in one or more school subjects.[2]

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[1] Martha Summers, "Learning Disabilities A Puzzlement," Today's Education 66 (November-December 1977): 42.

[2] James W. Chapman and Frederic J. Boersma, "Learning Disabilities, Locus of Control, and Mother Attitudes," Journal of Educational Psychology 71 (1979): 250.

Learning disabled pupils at Van Bokkelen also display classroom behaviors as described by Summers[1]: Children with learning disabilities may exhibit any combination of characteristics in the classroom that inhibit "learning efficiency." Such characteristics usually reflect some discrepancy between the child's age and the way he or she acts and include the following:

Moves constantly
Has difficulty beginning or completing tasks
Is often tardy or absent
Is generally quiet or withdrawn
Has difficulty with peer relationships
Is disorganized
Is easily distracted
Displays inconsistencies in behavior

Strategies used for the remediation of learning disabled pupils at Van Bokkelen were ineffective. The number of pupils being diagnosed as learning disabled increases each year at Van Bokkelen Elementary School. During the school year 1978-79, there were sixty-nine pupils labelled as learning disabled. In 1979-80, there were 108.

The target group for this practicum was a class of fifteen learning disabled pupils. This was a combination class of second and third graders. These pupils were selected because they possessed characteristics that were typical of all learning disabled pupils at Van Bokkelen Elementary. They exhibited academic discrepancies and classroom

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[1]Summers, p. 42.

behaviors precisely as discussed earlier. Each pupil had been retained at least once in a previous grade. Each pupil was retained due to gross deficiencies in the area of language arts.

The following data indicated a discrepancy between potential and achievement.

PUPILS	IQ	PRESENT GRADE	PRESENT READING LEVEL	READING EXPECTANCY
1	80	2	1.5	3.4
2	86	2	2.1	3.6
3	86	2	1.6	3.6
4	91	2	1.6	3.7
5	96	2	1.6	3.9
6	86	3	2.1	4.4
7	88	3	2.3	4.5
8	88	3	2.1	4.5
9	91	3	2.0	4.6
10	92	3	2.3	4.9
11	95	3	2.1	4.8
12	94	3	1.5	4.8
13	113	3	2.3	5.5
14	128	3	2.8	6.1
15	82	3	1.6	4.3

NOTE: Reading Expectancy determined by the Bond, Tinker formula: The number of years in school times IQ plus one.

The following behavior rating scale served as data to indicate a discrepancy between the pupil's age and the way they acted.

BEHAVIOR RATING SCALE

	Never	Rarely	Sometimes	Usually	Always
1. Moves constantly					
A. Is out of seat	1	2	3	(4)	5
B. Is out of assigned area	1	2	(3)	4	5
C. Leaves the room without permission	1	(2)	3	4	5
D. Follows oral directions	1	(2)	3	4	5
E. Follows written directions	1	2	(3)	4	5
2. Has difficulty beginning or completing task					
A. Is easily frustrated by assignments	1	2	3	(4)	5
B. Requires teacher's assistance to complete assignments	1	2	(3)	4	5
C. Fails to complete assignments	1	2	3	(4)	5
D. Requires frequent review to retain and recall information	1	2	3	(4)	5
E. Pays attention to teacher directed assignments	1	2	(3)	4	5
F. Completes work accurately	1	(2)	3	4	5
3. Is often tardy or absent	1	2	(3)	4	5
4. Is generally quiet or withdrawn					
A. Requires constant encouragement to perform tasks	1	2	3	(4)	5
B. Refuses to participate	1	2	(3)	4	5
C. Pays attention to class discussions	1	2	(3)	4	5
D. Tends to daydream	1	2	(3)	4	5
5. Has difficulty with peer relationships					
A. Is frequently involved in disputes with peers	1	2	3	(4)	5
B. Is involved in fights	1	2	(3)	4	5
C. Respect the rights of others	1	(2)	3	4	5
D. Gets along with peers	1	(2)	3	4	5

BEHAVIOR RATING SCALE (Continued):

6.	Is disorganized					
	A. Fails to keep track of personal possessions	1	2	3	(4)	5
	B. Able to quickly identify and locate materials for doing assignments	1	(2)	3	4	5
7.	Is easily distracted	1	2	3	(4)	5
8.	Displays inconsistencies in behavior	1	2	3	4	(5)

NOTE: Arabic numbers denote frequency of characteristics displayed: 1 Never, 2 Rarely, 3 Sometimes, 4 Usually, and 5 Always.

The need for an instructional program to bring about a positive change in behavior and to improve reading levels for learning disabled pupils at Van Bokkelen Elementary School was established. A discrepancy existed between what the reading levels and behaviors were and what they should have been.

OBJECTIVE

Identified needs for each of the fifteen children in the target group were established. A table was designed, and in order to quantify needs, the Bond-Tinker Method was employed to determine reading expectancy levels.

Individual objectives were identified and delineated. (See Appendix.)

Knowing the potential of each pupil and their previous performance and instructional levels, each pupil was expected to improve his/her reading achievement level.

The extent of gains expected are indicated on the Table that follows.

PUPIL	IQ	PRESENT GRADE	PRESENT READING LEVEL	READING EXPECTANCY	DIFFERENCE IN EXPECTANCY AND PERFORMANCE	ACTUAL GAINS
1	80	2	1.5	3.4	2.1	
2	86	2	2.1	3.6	1.5	
3	86	2	1.6	3.6	1.5	
4	91	2	1.6	3.7	2.5	
5	96	2	1.6	3.9	2.3	
6	86	3	2.1	4.4	2.3	
7	88	3	2.3	4.5	2.2	
8	88	3	2.1	4.5	2.4	
9	91	3	2.0	4.6	2.6	
10	92	3	2.3	4.9	2.6	
11	95	3	2.1	4.8	2.7	
12	94	3	1.5	4.8	3.3	
13	113	3	2.3	5.5	3.2	
14	128	3	2.8	6.1	3.3	
15	82	3	1.6	4.3	2.7	

NOTE: Reading Expectancy determined by the Bond, Tinker formula: The number of years in school times IQ plus one.

Knowing the potential behavior in relationship to the pupils' ages and their previous behavior, pupils were expected to improve their behavior.

The extent of expected improvements are indicated on the Table below.

THE EXTENT OF EXPECTED IMPROVEMENTS IN BEHAVIOR

CHARACTERISTICS	Never	Rarely	Sometimes	Usually	Always
1. Moves constantly					
A. Is out of seat	1	X	3	(4)	5
B. Is out of assigned area	1	X	(3)	4	5
C. Leaves the room without permission	X	(2)	3	4	5
D. Follows oral directions	1	(2)	3	4	X
E. Follows written directions	1	2	(3)	4	X
2. Has difficulty beginning or completing task					
A. Is easily frustrated by assignments	1	X	3	(4)	5
B. Requires teacher's assistance to complete assignments	1	X	(3)	4	5
C. Fails to complete assignments	1	X	3	(4)	5
D. Requires frequent review to retain and recall information	1	X	3	(4)	5
E. Pays attention to teacher directed assignments	1	2	(3)	4	X
F. Completes work accurately	1	(2)	3	4	X
3. Is often tardy or absent	1	X	(3)	4	5

TABLE (Continued):

4. Is generally quiet or withdrawn					
A. Requires constant encouragement to perform tasks	X	2	3	④	5
B. Refuses to participate	X	2	③	4	5
C. Pays attention to class discussions	1	2	③	4	X
D. Tends to daydream	X	2	③	4	5
5. Has difficulty with peer relationships					
A. Is frequently involved in disputes with peers	1	X	3	④	5
B. Is involved in fights	X	2	③	4	5
C. Respect the rights of others	1	②	3	4	X
D. Gets along with peers	1	②	3	X	5
6. Is disorganized					
A. Fails to keep track of personal possessions	X	2	3	④	5
B. Able to quickly identify and locate materials for doing assignments	1	②	3	4	X
7. Is easily distracted	X	2	3	④	5
8. Displays inconsistencies in behavior	1	X	3	4	⑤

NOTE: Arabic numbers denote frequency of characteristics displayed: 1 Never, 2 Rarely, 3 Sometimes, 4 Usually, and 5 Always.

Symbols indicated will denote:

○ present rating

X expected improvement

△ actual improvement

REVIEW OF LITERATURE

In order to locate and review literature pertinent to teaching reading and improving behavior for learning disabled pupils, a computer search was performed at the Maryland State Department of Education. By making use of the ERIC system, journals, and other documents, the following information and/or data was gathered. Information and data researched clearly indicated that the most successful approaches in teaching reading and improving behavior for learning disabled pupils are individualized approaches. Research further indicated that the individualized approaches that incorporated behavior modification programs have demonstrated significant gains in reading.

Hayes[1] in another major treatment effort investigated the role of prescriptive teaching as a supplement to behavior modification in the remediation of learning disorders. Groups of children in the age bracket of 8-3 to 11-6, whose IQ's ranged 89 to 104, were separated into: a learning deficit treatment group (deficits were determined by performance in a psycholinquistic test); a behavior modification group; a group combining both approaches; and, of course, a control

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[1] M.E. Hayes, "Prescriptive Teaching as a Supplement to Behavior in the Remediation of Learning Disorders" (Ph.D. dissertation, University of Southern California, 1968).

group. Results of the study indicated that the combination of an approach which attempted to pinpoint learning deficits and provide treatment based on such diagnostic data, in combination with a behavior modification program, produced the most significant gains.

Stott[1] is a strong advocate of an approach that would look primarily at behavioral handicaps to learning, rather than psychometric and/or perceptual variables. He calls for a careful analysis of the unproductive learning styles of the child with learning problems. He defines attentional failure as due to the "child's" failure to get sufficient information about a task because he does not give himself time to look properly; he doesn't use his eyes. Stott maintains "lack of attending may be responsible for the low scores on perceptual test, but instead of automatically postulating an inherent perceptual deficit" and programming the child for a perceptual program, he would instead emphasize the organization of a program whereby the child can learn that through carefully regulated experiences he can cope satisfactorily with learning tasks. Thus it is important to attempt directly to improve the overall learning style or strategies of the retarded reader. Stott considers such strategies as primary and call for use of sophisticated behavioral scales to obtain insight into the strategies the child is utilizing.

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[1]Dennis Stott, "Behavioral Aspects of Learning Disabilities: Assessment and Remediation," American Psychological Association Experimental Publication System 11 (1971): 1-44.

Campbell, Douglas, and Morgenstern[1] reinforce the importance of considering the learning style of the child in their investigation of cognitive styles of hyperactive children. They found these hyperactive children did not learn efficiently; instead, they performed poorly on measures of sustained attention and used less efficient problem-solving strategies. Other studies have shown that learning disabled children who are also hyperactive do not show conceptual deficits. They therefore contend the impulsive approach these hyperactive children employ may be sufficient to explain their learning difficulties in school without having to invoke the idea that a specific cognitive deficit may be present.

Sykes, Douglas, and Morgenstern[2] in another investigation studied the relationship between degree of attentional deficit shown and the length of time attention has to be maintained on the tasks. Results indicated that hyperactive children do show an attentional deficit and that a degree of deficit is clearly related to a time factor. The hyperactive children were unable to maintain attention over a prolonged, but not, over a short period of time. Some down-to-earth ideas

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[1]Susan B. Campbell, Virginia I. Douglas, and Gert Morgenstern, "Cognitive Styles in Hyperactive and The Effect of Methylphenidate," Journal of Child Psychology and Psychiatry 12 (1971): 55-67.

[2]Donald H. Sykes, Virginia I. Douglas, and Gert Morgenstern, "Sustained Attention in Hyperactive Children," Journal of Child Psychology and Psychiatry 14 (1973): 213-220.

concerning the educational implications of their results were offered. They suggest that since sustained attention of such children is subject to frequent brief lapses, presentation of new materials to be learned should be given in short steps. Also, the child should take a short rest period from the task in which he is engaged, and that the child, rather than the teacher, should be the major determiner of the pace in the presentation of new materials.

Moyle[1] states that all too often the diagnosis and remediation of reading difficulties is unsystematic and inadequate. He speaks of the Mills learning methods test as an approach whereby a child is taught by methods which stress different modality approaches. The idea behind the test is that modality processing is of paramount importance, and we must try to find the way in which a child learns most easily and attempt to utilize such information in our educational planning for him.

Kalash[2] in her study of first graders in New York City, classified the children as to preferred learning modality and conceptual tempo and related these variables to reading readiness. She found that children with a visual modality

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[1]Donald Moyle, "Planning Strategy for Reading," Special Education 59 (1970): 10-13.

[2]B.P. Kalash, "The Relationship of Preferred Learning Modalities and Conceptual Tempo to Reading Readiness of First Grade Disadvantaged Children" (Ph.D. dissertation, New York University, 1972).

preference had higher reading readiness scores than children with an auditory modality preference. Also, children who were reflective scored higher in reading readiness than those with an impulsive tempo. Most important, it was determined that reflective children had higher readiness scores than impulsive children, whether they had an auditory or visual modality preference. Thus again the importance of differentiating learning style into specific components such as conceptual tempo as well as modality approaches is reinforced.

Quay[1] found that a token reinforcement program was of help in producing achievement gains in children who showed reading retardation.

Parsons[2] states we give the child different materials, we make different demands, we place him in a different physical environment and - lo and behold - he begins to learn. He concludes that what we have changed is ourselves and we have not changed the child in any fundamental way.

Anderson[3] hypothesized that every child can learn, now our task is to reduce the time so schools and educators

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[1]Herbert C. Quay, "The Modification of Problem Behavior and Academic Achievement in a Resource Room," Journal of School Psychology 10 (1972): 187.

[2]R.A. Parsons, "Behavorial Approach to the Diagnosis and Remediation of Learning Disabilities" (Unpublished Paper, Temple University, 1974).

[3]L. Anderson, "Time and School Learning" (Ph.D. disseration, University of Chicago, 1973).

will attempt to use individualized models of instruction. He says that most children do learn most basic skills to mastery. Some children do take longer but eventually they master the skills. He questions, "Can we reduce the time it takes for learning to occur with a learning disabled child?" Time is important only because some students are not spending it on the learning task. Instead they are daydreaming or doodling or distracting themselves from the learning situation. Apparently, once we can get the slow child to spend his time on the learning task we will have eliminated much of the time lag between fast and slow learners. It may take the slow learner a little longer to learn basic skills; but once these are learned, his learning rate should pick up so he will eventually keep pace with the faster learner.

Zeaman and House[1] demonstrated that the problem with retarded youngsters is a problem in attention; not one of learning. Their research demonstrated that initial learning is a function of attention. The reason retarded children did not learn was their inability to attend to relevant stimuli. They too found that ability to attend is initially related to intelligence. However, once basic skills are mastered by teaching the child how to attend the variability displayed

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[1]David Zeaman and Betty House, "The Role of Attention in Retardate Discrimination Learning," Handbook of Mental Deficiency (1963): 159-223.

early in a learning sequence between fast and slow learners begins to disappear. In their research they demonstrate how positive reinforcement can be used to develop skills in attending to stimuli.

Keller[1] bases his approach on the assumption that the learning a child is supposed to acquire in the classroom can be greatly facilitated by the use of immediate reinforcement. To accomplish this students work under the direction of other students or tutors. Everything the student does is observed so he can be helped when he needs it and reinforced when he engages in appropriate behaviors previously defined. This approach by Keller is typically referred to as a "Personalized System of Instruction."

Bloom[2] states that all children except those severely retarded or suffering from extreme emotional problems (5% of the school population) can be taught all we have to teach. He assumes that we start instruction after we have behaviorally defined our goals. This must be done so we can evaluate our learning outcomes. His concern is with how we evaluate children. He hypothesizes that our current methods of labelling children are really harmful. He proposes that each child be given all the time he needs to learn. To

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[1]Fred Keller, "Goodbye Teacher," Journal of Applied Behavioral Analysis 1 (1968): 79-89.

[2]Benjamin Bloom. Learning for Mastery (California: ERIC Document Reproduction Service, ED 053 419, 1968).

support the child, Bloom suggests a wide variety of instructional procedures be tried until the one that suits the individual is found. The key to mastery learning is allowing each child as much time as he or she requires in order to master certain skills. This approach stresses the current popular notion of totally individualized programs to fit each student's particular needs and learning styles.

Bloom[1] suggests the use of peer tutoring, the use of aides, the use of supplementary instructional materials, and encouraging the students to do the necessary corrective work on their own or in small groups may all be used by the teacher to provide favorable learning conditions in school for all the children. The home also can be a major ally of the teacher and the school if teachers wish this to be true. This may involve periodic meetings of parents and teachers, detailed reports on the children's progress, reminders to parents about the support and encouragement each child needs, and suggestions to parents about help on specific learning tasks when the child needs it.

Harris and Minke[2] hypothesized that specific dyslexia is a complexed and cognitive deficit due to inadequate

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[1]Benjamin Bloom, "New Views of the Learner," Educational Leadership 35 (April 1978): 563-576.

[2]Martha Collette-Harris and Karl A. Minke. A Behavioral Experimental Analysis of Dyslexia (Washington, D.C.: ERIC Document Reproduction Service, ED 112 621, 1975).

learning history. They conducted a study by applying a functional reinforcer system in a cognitive behavior modification program based on the systematic application of learning principles. Two groups of six children (aged 9 and 10 years old) were given either traditional remedial reading treatment or behavioral therapy consisting of the STAATS motivated Action Reading Technique. Both dyslexic and non-dyslexic Ss receiving the behavioral intervention significantly improved in reading achievement to approximately the same degree, and the dyslexic Ss improved in several perceptual and attentional measures as well. More specific the hypotheses explored in this study are that the deficiences characterized as central in dyslexia; under-achievement in reading, limited attention span and poor visual and auditory perceptual ability can be improved through the application of a functional reinforcer system. The method involved positive reinforcement for correct responses during three phases of instruction: individual word phase; oral reading phase; and, silent reading and comprehension phase. The results were significant remediation of the central indices of dyslexia, reading retardation and perceptual, attentional deficits. While total remediation of the reading deficit was not achieved, the improvement of 16.67 months in 40 hours of training is highly significant. Perceptual and attentional scores were brought to approximate chronological age level.

In summary, the fact that these procedures exerted equal control over dyslexic and non-dyslexic children who were severely reading retarded suggest that the diagnosis of dyslexia according to perceptual/IQ relationships, specificity, and the dyslexia syndrome is not meaningful in terms of reading remediation and underlines the importance of increased motivation, attentional behavior and immediate reinforcement. The reading deficits traditionally viewed as being due to genetic predisposition, MBD and/or neurological lag are more productively viewed as learning history deficits. The more compelling alternative suggested here is training hyperactive, disruptive children to read and therefore achieve academically and gain access to the appropriate social reinforcers (grades, awards, achievement, approval, competition) in the classroom. In this way, it maybe possible to reduce the frequency of their disruptive unacceptable behavior, also.

Further research by Harris and Minke[1] suggest that while behaviors peripheral to the desired end set of skills were often targeted in the early phase of this research, emphasis now is shifting from disruptive behavior (Martin, Burkholder, Rosenthal, Tharp and Thorne, 1968; Meichenbaum, Bowers and Ross, 1968; O'Leary and Becker, 1967) to more

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[1]Ibid.

specific desirable behaviors, such as correct responses on cognitive tasks (Smith, Brethrower and Cabot, 1969), academic tasks (McKenzie, Clark, Wolf, Kotheru and Benson, 1968; Nolen, Kunzelman and Harring, 1967; Wolf, Giles and Hall, 1968), attention span (Wagner and Guyer, 1971), and reading responses (Ryback and Staats, 1970). Although behavior modification is being used to increase adequate academic performances of children with learning disabilities (Bradfield, 1971; O'Leary and O'Leary, 1972), its tremendous potential as a research tool to investigate the learning process and disability syndromes has not been tapped.

Some of the most important variables operating in successful individualized programs were the following:

Rate of Learning
Mastery of Basic Skills
Learning Sequence
Presentation of Materials in Smaller Steps
Special Materials
Learning Modalities/Learning Styles
Smaller Groups
Thorough Diagnoses/Pre-Assessments
Observations
Continuous Evaluation
Peer Tutoring
Parental Tutoring
Environment/Relaxed Atmosphere
Defined Objectives

These studies lead the writer to believe that an individualized program best suited for pupils with a particular learning problem will allow more time for

acquisition of basic learning skills in some areas while advancing at a normal rate in others. Such individualized programs will get the pupil actively engaged in a learning process in which his behavior will be modified.

STRATEGY

The practicum design was intended to improve reading achievement levels and behavior of learning disabled pupils at Van Bokkelen Elementary School.

The strategy employed was based on an 'Individualized Approach' that featured components of Mastery learning, a Personalized System of instruction, Behavior modification, and Modality learning. A combination of these approaches yielded the following elements and provided an opportunity for each pupil to have:

Individual profiles for a concise description
A specific set of cognitive objectives
Special materials
Individualized instruction
Personalized learning stations and Interest centers
Ongoing diagnoses and evaluation
Remediation based on diagnoses
Behavioral Observation rating sheet
Aide and peer tutoring

The pupils targeted for this practicum were receiving resource assistance and they were in an eclectic reading program. They were divided into two groups for reading instruction. This remediation program did not address specific individual needs.

The proposed individualized approach differed from the past program in that it considered the uniqueness of each

pupil and offered solutions to meet his needs. This individualized approach provided an opportunity for each pupil to:

Perform at his own rate
Master basic skills in reading
Complete tasks successfully
Achieve passing grades
Develop a style of learning
Develop a positive attitude
Behave in an acceptable manner

Bloom[1] stresses that the key to 'Mastery Learning' is allowing each child as much time as he or she requires in order to master certain skills. He supports the current popular notion of totally individualized programs to fit each students particular needs and learning styles.

Swanson and Denton[2] carried out a study using Mastery learning and a Personalized system of instruction. They reported the similarities and differences existing between the two approaches.

Simply stated, Mastery learning consists of a learner attaining 'passing' scores on a criterion-referenced test with respect to stated performance objectives. The criterion values stated in the objectives usually vary with the instructor and the course, but levels of performance

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[1]Bloom. Learning for Mastery.

[2]David H. Swanson and Jon J. Danton, "Learning for Mastery versus Personalized System of Instruction: A Comparison of Remediation Strategies with Secondary School Chemistry Students," Journal of Research in Science Teaching 14 (1977): 515-524.

ranging between 80% and 100% appear to be most common. Instructionally, the unique feature of a mastery strategy is recycling: learners are provided additional opportunities to achieve higher performance scores on retests without being penalized by an initial poor performance.

Two mastery strategies, learning-for-mastery (Bloom, 1968) and Personalized system of instruction (PSI) (Keller, 1968), have evolved independently yet concurrently. Both embrace the concept of recycling and the model of learning developed by Carroll. This model is based on the idea that learning is a function of five primary factors: (1) aptitude (time necessary for a student to learn a task), (2) perseverance (time a student will spend on a task), (3) opportunity to learn (time for learning), (4) quality of instruction, and (5) student ability to understand instruction. Another similarity between these mastery learning strategies is the high degree of student success resulting in negatively skewed distribution curves for achievement that demonstrate greater cognitive learning. Since mastery strategies require the learner to demonstrate the intellectual skills (knowledge and processes) delineated in performance objectives before proceeding to subsequent units, the potential for reinforcement and a sense of accomplishment is great. If the learner achieves the objectives on the first attempt, reinforcement occurs

immediately; however, if remediation and retesting are necessary, reinforcement is delayed but not omitted. Reinforcement theory, espoused by Skinner (1954) and incorporated in learning schemes by Gagne' (1970), suggests that not only will the learned material be retained, but subsequent learning will be enhanced if rewards are associated with correct responses. Differences between the two approaches are delineated and presented in the Figure below.[1]

Figure 1. DIFFERENCES BETWEEN THE PERSONALIZED SYSTEM OF INSTRUCTION AND LEARNING FOR MASTERY SYSTEMS.

Program Elements	Personalized System of Instruction (PSI)	Learning-For-Mastery (LFM)
Total Mastery	This system recommends perfect performance on a specified number of units within a given period of time.	This system recommends performance at a high level on a final examination.
Learning Unit Length	The recommended length for an instructional unit is 1 week.	The recommended length for an instructional unit is 2 weeks.
Instructional Style	Instruction is individualized or student-paced with this approach.	Instruction is group-oriented or teacher-paced with this approach.

[1] Ibid.

Figure 1 (Continued):

Instructional Mode	This system uses programmed materials and independent reading most frequently as instructional activities.	Independent reading, lectures, and class discussions play important roles with this approach.
Level of Performance for Mastery	This system recommends a 100% performance to demonstrate mastery.	This system recommends 80% - 90% performance for mastery.
Function of Unit Tests	Unit tests are used to determine what has or has not been learned (test is used to determine mastery).	Unit tests provide diagnostic information on learner progress (test not used to determine mastery).
Remediation Strategies	This strategy uses tutors as the primary method of corrective instruction in conjunction with re-viewing the materials used prior to the unit test.	A variety of learning activities and materials unlike those used before the unit test are recommended for remediation with this strategy.

Bloom[1] also favors the use of peer tutoring, the use of aides and the use of supplementary instructional materials.

Keller's[2] philosophy "A Personalized System of Instruction" is very similar to that of Bloom. He further

[1]Bloom. Learning for Mastery.

[2]Keller, "Goodbye Teacher," p. 80.

states that the learning a child is supposed to acquire in the classroom can be greatly facilitated by the use of immediate reinforcement.

Preassessment

A concise individual profile that provided insight relative to the uniqueness of each pupil was developed. In designing each profile, the following steps were carried out:

1. A review of cumulative and confidential records that included report cards, health records, psychological evaluations, individualized educational plans, family inventories and reading inventories was conducted. Information gathered indicated diagnosed disabilities, strengths and weaknesses, previous programs used, and a history of behavior.

2. Pupils were interviewed and a personal interest survey was administered. Information gathered indicated likes, dislikes, interests, ambitions, and feelings.

3. Pupils were administered three tests: The Metropolitan Achievement Test, Primary Form G, I and II; The Silvaroli Informal Reading Inventory; and, a Teacher-made Diagnostic Inventory. Information gathered indicated strengths and weaknesses and pointed out specific skill deficiencies.

4. Pupils were grouped according to ability, learning style and modality as determined by the diagnostic instruments.

Dolly and Pittman[1] pointed out how several approaches to instruction and therapy based on a behavioral model

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[1]John Dolly and Bettie Pittman. Behaviorally Oriented Programs for Learning Disabled Children (Washington, D.C.: ERIC Document Reproduction Service, ED 117 927, 1976), p. 5.

offer the learning disabled child the individualized attention and support necessary for his educational and emotional development. In the area of instruction one of the most positive characteristics of the behavioral approach is its' emphasis on preassessment. Prior to any learning sequence the student is evaluated on his skills that are considered prerequisities for the learning sequence. This assessment of entry behavior prevents students who have not mastered basic skills from attempting more complex ones that are beyond their current level of ability. This prevents students from continually entering into learning situations where they are doomed to failure. In their findings such approaches place greater emphasis on assessment of individual needs and would tend to provide greater support for individualized programs to help overcome any disabilities a child may have. They conclude that given the proper individualized program and the necessary support to participate that any child can learn and develop both cognitive and affective skills necessary for adjustment in our society.

Instruction

Four small reading groups were established for structured lessons. Groups I and II were placed in a basal reader. Group III received the Language Experience Approach.

Group IV was placed in the Random House Individualized Skill Pacers Program.

Burkholder[1] in a three month study utilized a program which attempted to develop the underlying abilities of children which appeared to be linked to reading. The study was an extensive attempt at improving the reading ability of children who ranged in age from 7-0 to 9-11. Psycholinquistic deficits as measured by the ITPA were noted, and a careful program based on the subtests of this battery was then used in the remediation program. Gains in such reading skills as oral reading, study skills, and word meaning were noted after the treatment program and, most important, the gains were maintained in oral reading and the study skills after a period of six months. The most important variables operating in this remediation program were the following: the use of special materials carefully prepared; the programming of the presentation of such materials in small graduated steps; the introduction of a different teaching personality, one from without the school environment; and a positive reinforcing environment which was probably aided by the small group structure (i.e., groups were made up of 4 - 5 children) and a relaxing atmosphere, where errors could be made without fear of punishment. The

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[1]R.B. Burkholder, "The Improvement of Reading Ability Through the Development of Specific Underlying or Associated Mental Abilities" (Ph.D. dissertation, University of Arizona, 1958), p. 92.

gains in reading most probably resulted from a complex interplay of a number of these factors operating over the treatment period.

During the first week, instructions were taught in a large group. Pupils were given simple objectives and tasks to insure successful completion and positive experiences. This procedure was necessary in order to implement the behavior modification program. Individualization began the second week. The chart below indicates the individualization and group procedures.

GROUP I	Directed Reading Activity	Seatwork	Stations	Interest Centers
GROUP II	Seatwork	Stations	Interest Centers	Directed Reading Activity
GROUP III	Stations	Interest Centers	Directed Reading Activity	Seatwork
GROUP IV	Interest Centers	Directed Reading Activity	Seatwork	Stations

The teacher began classroom instruction by introducing the units and objectives for each group in small gradual steps.

A group was called aside for a structured 'Directed Reading Activity'. The teacher would reinforce and/or teach the objectives at the beginning of each directed activity. As one group received a directed activity, other groups worked at their own pace attending to task for seatwork, at stations, or at interest centers.

An aide was employed to assist pupils when needed. The aide also helped to check papers, to issue tokens, and to keep records.

Components used in instruction from Mastery Learning and A Personalized System of Instruction included:

1. Cognitive objectives for each pupil.

2. Strategies that matched the objectives to include ... individualized instruction tailored to each pupil's modality for learning, a variety of learning activities and special materials were used, and all materials, level of skills and size of tasks were scaled to the individual's level.

3. Skills were taught in units and the length for an instructional unit was 1 to 2 weeks. Pupils were allowed to work at their own rate within the unit.

4. Pupils demonstrated 80% to 90% performance for mastery of certain basic skills. A test was administered at the end of the unit. Unit test provided diagnostic information on pupils' progress.

5. Pupils demonstrated 100% performance for mastery of other basic skills. A test was administered at the end of the unit. These unit test provided information that determined what had or had not been learned.

6. Pupils that fail to demonstrate performance for mastery were reevaluated and his/her program was adjusted, and they were recycled.

7. Pupils who demonstrated performance for mastery advanced to the next unit, and received enrichment activities and/or, in some cases, served as peer tutors.

For immediate reinforcement, behavior modification was used. This behavior modification program made use of functional reinforcers, and rewards were issued for completion of tasks. The notion inferred was that pupils display adequate behavior when they are actively engaged in a learning process and achieving success. A behavior modification plan was developed and implemented in phases. Initially, three phases were proposed; however, the third phase was not implemented because of time.

Phase One, rewards were tokens. Tokens earned for completion of tasks were exchanged for personal items (reinforcers). Such items included: tote boxes, glue, crayons, magic markers, notebooks, game markers, pencils, scissors and coloring books. These are items that learning disabled pupils normally cannot keep track of.

Tokens were designed to be colorful and attractive. They depicted cars, cartoon characters, sport figures, flowers, dolls, animals and other things pupils had indicated as being their favorites on the interest survey. All pupils were required to say the alphabets so they could earn a token immediately. This token was exchanged for the tote box. The tote box was used to house all other items earned as well as

the tokens. During the first week, pupils earned enough tokens to begin on a positive note. Task and objectives were simple and attainable for the first week of instruction.

Two large charts were designed and placed in the front of the room. One chart had replicas of items to be earned and the number of tokens needed to exchange for an item. The other chart listed the names of each pupil and displayed the number of tokens earned was used for motivational and record keeping purposes.

Phase Two, pupils could only earn tokens upon successful completion of tasks. Successful task completions also allowed the pupils to work at learning stations and interest centers. Learning stations were constructed according to pupils' favorite games and/or characters. These games were aimed at remediating disabilities. Pupils earned tokens for successful completion of task at station activities, also.

IMPLEMENTATION

A review of literature was conducted by the writer from November 1979 through December 1979. During the month of January 1980, the writer, reading teacher, and the resource teacher were actively engaged in the following activities:

1. Designing individual profiles
   - A. Reviewing cumulative and confidential records
   - B. Holding interviews
   - C. Administering interest surveys
   - D. Administering tests
     - (1) Metropolitan Achievement Test
     - (2) Silvaroli Informal Reading Inventory
     - (3) Teacher-made Diagnostic Inventory
2. Developing behavioral objectives for each pupil
3. Reviewing literature to acquire appropriate strategies
4. Developing units and unit test
5. Locating and selecting appropriate materials
6. Reorganizing the room
   - A. Putting up interest centers
   - B. Designing and erecting learning stations
7. Setting up a schedule in order to evaluate units and to discuss pupils' progress with parents
8. Constructing a behavior modification program
   - A. Obtaining reinforcers
   - B. Making tokens
   - C. Reviewing other methods that have worked

Treatment and a review of literature began February 1980. Treatment was applied during a four and one-half month period and ended in June 1980. The posttest was administered in June 1980. The evaluation began June 1980 and was concluded July 1981.

MEASUREMENT AND EVALUATION

The purpose of this practicum was to improve reading achievement levels and behavior of learning disabled pupils. The writer, the reading teacher, and the resource teacher met once a week. During the meeting, progress of pupils' performance and behavior was monitored. Pupils' seatwork, unit test and behavior rating scale were thoroughly scrutinized. Pupils were regrouped when needed. Instructional units were evaluated and planned. Materials, supplies, and equipment were reviewed and deleted. New materials were retrieved, previewed, and implemented. Learning stations and interest centers were replenished.

The practicum was evaluated bi-weekly and three significant changes were made. Phase Three of the behavior modification was not implemented. Phase One and Two were time-consuming and made it impossible to implement Phase Three. Due to limited time and insufficient personnel adequate training could not be provided for the gifted pupils to serve as tutors. Only one person volunteered to be an aide.

Popham[1] states, "In reporting results of learner performance on the various measures of interest, the evaluator will discover that simple descriptive statistics

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[1]W. James Popham, An Evaluation Guidebook, The Instructional Objectives Exchange. Los Angeles: (1972), p. 67.

will communicate with a wider audience than many esoteric statistical analyses which might be used." The evaluation component was constructed to measure the degree of attainment of individual objectives. The results are easily discerned.

The degree and measurement of attainment of objectives for each individual pupil clearly indicate significant gains. (See Appendix A.) As proposed, pupils were able to master certain basic skills, and in doing so, reading achievement levels were improved. Actual gains in reading are reported by comparing the scores on the pre- and posttest as indicated on the Table that follows. The notion inferred that pupils display adequate behavior when they are actively engaged in a learning process and achieving success was proven. The behavior rating scale indicates a change in behavior. (See Behavior Rating Scale.)

In summary, data collected, from the post-assessment, revealed significant gains in reading achievement levels and behavior. The individual profiles and strategy developed for all fifteen pupils in this pilot study will provide for on-going instructions and evaluations.

PUPIL	IQ	PRESENT GRADE	PRESENT READING LEVEL (PRE-TESTING)	POST-TESTING	ACTUAL GAINS
1	80	2	1.5	1.9	.4
2	86	2	2.1	3.0	.9
3	86	2	1.6	2.1	.5
4	91	2	1.6	1.9	.3
5	96	2	1.6	2.0	.4
6	86	3	2.1	2.2	.1
7	88	3	2.3	2.6	.3
8	88	3	2.1	2.3	.2
9	91	3	2.0	2.2	.2
10	92	3	2.3	2.9	.6
11	95	3	2.1	2.5	.4
12	94	3	1.5	2.0	.5
13	113	3	2.3	2.9	.6
14	128	3	2.8	3.7	.9
15*	82	3	1.6	1.6	.0

NOTE: * This pupil was absent frequently.

- BEHAVIOR RATING SCALE -

THE EXTENT OF IMPROVEMENTS IN BEHAVIOR

CHARACTERISTICS	Never	Rarely	Sometimes	Usually	Always
1. Moves constantly					
A. Is out of seat	1	2	3	4	5
B. Is out of assigned area	1	2	3	4	5
C. Leaves the room without permission	1	2	3	4	5
D. Follows oral directions	1	2	3	4	5
E. Follows written directions	1	2	3	4	5
2. Has difficulty beginning or completing task					
A. Is easily frustrated by assignments	1	2	3	4	5
B. Requires teacher's assistance to complete assignments	1	2	3	4	5
C. Fails to complete assignments	1	2	3	4	5
D. Requires frequent review to retain and recall information	1	2	3	4	5
E. Pays attention to teacher directed assignments	1	2	3	4	5
F. Completes work accurately	1	2	3	4	5
3. Is often tardy or absent	1	2	3	4	5
4. Is generally quiet or withdrawn					
A. Requires constant encouragement to perform tasks	1	2	3	4	5
B. Refuses to participate	1	2	3	4	5
C. Pays attention to class discussions	1	2	3	4	5
D. Tends to daydream	1	2	3	4	5
5. Has difficulty with peer relationships					
A. Is frequently involved in disputes with peers	1	2	3	4	5
B. Is involved in fights	1	2	3	4	5
C. Respect the rights of others	1	2	3	4	5
D. Gets along with peers	1	2	3	4	5

BEHAVIOR RATING SCALE (Continued):

6. Is disorganized					
A. Fails to keep track of personal possessions	△1	2	3	4	5
B. Able to quickly identify and locate materials for doing assignments	1	2	3	4	△5
7. Is easily distracted	△1	2	3	4	5
8. Displays inconsistencies in behavior	1	△2	3	4	5

NOTE: Arabic numbers denote frequency of characteristics displayed: 1 Never, 2 Rarely, 3 Sometimes, 4 Usually, and 5 Always.

Symbols indicated will denote:

O present rating

X expected improvement

△ actual improvement

INSTITUTIONALIZATION, DISSEMINATION AND FURTHER APPLICATION

This practicum was conducted at Van Bokkelen Elementary School, 1140 Reece Road, Severn, Maryland 21144 in Anne Arundel County. As designed, this practicum was used as a pilot study. It served as an experiment or trial undertaking for a large number of identified learning disabled pupils. The results were educationally significant.

In August 1980, the results of this practicum was distributed throughout the 'Reading and Special Education Department' at Van Bokkelen Elementary School. A workshop was conducted and teachers were apprised of the strategy employed in this practicum. Special education teachers performed preassessments for all identified learning disabled pupils precisely as described in this report. As of September 1980, all identified learning disabled pupils are receiving this individualized approach.

Copies of this report will be forwarded to the following administrators in the Anne Arundel County Public School System: All Area Directors; Coordinator of Title I; Coordinator of Reading; Coordinator of Special Education; and, Director of Pupil and Program Evaluations.

CONCLUSION AND EDUCATIONAL IMPLICATIONS

The hypotheses explored in this study are that reading levels and poor behavior of learning disabled pupils can be improved through the application of an individualized program that incorporates behavior modification. Although, total remediation of the reading deficit was not achieved, the overall improvements in four and one-half months is highly significant. Significant improvements in behavior underlines the importance of increased motivation, positive rewards, and immediate reinforcement.

Some of the most important features that existed in this individualized approach that warrant emphasis are as follow:

1. Thorough diagnoses. The employment of a number of different tests is very important. Proper use of such instruments allowed the facilitators to peer into the uniqueness of each pupil, to ascertain strengths and weaknesses, likes and dislikes, and the way pupils behave.

2. Specific and precise objectives. Both cognitive and affective objectives were developed and easily delineated. These objectives surfaced upon completion of the diagnoses.

3. Strategies to match objectives. Strategies were developed for each objective. In designing the strategies, the uniqueness of each pupil was considered. Learning style and modality were high priorities as techniques and methodology were explored in fashioning tailored individualized programs. Many hours of effective planning paid off in developing such strategies.

4. Individualized instruction. Pupils with the same skill deficit were placed in small groups for structured directed lessons. Materials and information were presented in small graduated steps. Rate of learning and special materials were highly significant in instruction. After the directed activity, pupils worked on seatwork, stations and interest centers at their own pace. The atmosphere was relaxed, free from pressure and punishment. The pupil became the determiner of the pace of instruction rather than the teacher.

5. Observations and continuous evaluation. Pupils' progress was monitored constantly. Pupils that needed assistance for task completion were aided immediately. The aide, peer tutors, and the teacher became facilitators, and either one was available and accessible for immediate reinforcement and positive rewards. Unit tests were administered at the end of each unit. A unit never exceeded two weeks. Prior to the test all information and materials were reviewed. A behavioral observation rating scale served as a tool for monitoring pupils when they engaged in appropriate or inappropriate behavior.

6. Remediation based on diagnoses. Pupils that mastered certain skills as exhibited by their performance on unit test were allowed to work on enrichment exercises, served as peer tutors and/or advanced to the next unit. This approach was flexible and allowed pupils to be regrouped, when needed. Pupils that failed were provided with alternative programs and special materials as they were recycled.

7. Learning stations and interest centers. Pupils became actively engaged in the learning process. They enjoyed the success and positive rewards earned by completing a task. They earned nearly all of the items that were provided. Completion of simple task lead to academic achievement; pupils then gained access to the stations and centers. Teacher-made games were highly significant and reflected pupils' favorites while addressing remediation and enrichment.

As the writer, implementor and observer of this practicum, I was able to prove the hypotheses that reading achievement levels and behavior of learning disabled pupils can be improved. I found that an individualized approach when used with a behavior modification program will allow

pupils to actively engage in a learning process that reduces and/or eliminates the frequency of their disruptive and unacceptable behavior. However, the requirements and demands that are placed on educators in undertaking such an individualized approach is devastating and time-consuming.

In conclusion, I am convinced that all pupils can learn. The question that is foremost in my mind is the same as espoused and debated by Anderson, Bloom, and other educators: "Is there enough time to allow the slow learner to learn?"

APPENDIX A

Objectives for Each Pupil

(Asterisk denotes 'mastery'.)

OBJECTIVES

PUPIL 1

* Will be able to name all letters, both upper and lower case, in the alphabet with 100% accuracy.

* Will be able to recognize consonant sounds and produce these sounds in the initial, median, and final position of words with 100% accuracy.

Will be able to recognize blend sounds and produce these sounds in the initial position of words with 90% accuracy.

Will be able to discriminate between long and short vowel sounds with 80% accuracy.

* Will be able to organize ideas in order to follow plot sequence and find main ideas.

Will be able to associate ideas in materials read by means of drawing conclusions and predicting outcomes.

Will be able to locate information using the table of contents, page number, titles, and find specific information.

* Will be able to tell a story which has been read previously.

* Will be able to recognize 220 Dolch Basic Sight Words.

Will be able to use word form clues, configuration and visual similarity of rhyming words.

* Will be able to recognize little words in big words, compound words, root or base words, possessives, contractions, and word endings.

PUPIL 2

* Will be able to recognize consonant sounds and produce these sounds in the initial, median, and final position of words with 100% accuracy.

* Will be able to recognize blend sounds and produce these sounds in the initial position of words with 90% accuracy.

* Will be able to recognize digraph sounds and produce these sounds with 100% accuracy.

* Will be able to discriminate between long and short vowel sounds with 90% accuracy.

Will be able to hyphenate words using syllable rules.

Will be able to understand use of primary accent marks.

* Will be able to find main ideas in stories, keep events in proper sequence, draw logical conclusions, predict outcomes, see relationships, follow printed directions, and classify items.

Will be able to read for a definite purpose such as for pleasure, to obtain answer to question and/or to obtain general idea of content.

* Will be able to alphabetize words by first two letters.

Will be able to use the technique of skimming.

Will be able to determine what source to obtain information (dictionary, encyclopedia, index, glossary, etc.).

Will be able to select descriptive and figurative words and phrases.

Will be able to supply synonyms, antonyms and homonyms.

PUPIL 3

* Will be able to recognize blend sounds and produce these sounds in the initial position of words with 80% accuracy.

Will be able to discriminate between long and short vowel sounds with 80% accuracy.

* Will be able to organize ideas in order to follow plot sequence and find main ideas.

* Will be able to associate ideas in materials read by means of drawing conclusions and predicting outcomes.

* Will be able to locate information using the table of contents, page number, titles, and find specific information.

* Will be able to tell a story which has been read previously as well as illustrating and dramatizing.

Will recognize root or base words, word endings, contractions, and possessives.

* Will be able to recognize 220 Dolch Basic Sight Words.

Will be able to use word form clues, configurations, and visual similarity of rhyming words.

PUPIL 4

* Will be able to recognize consonant sounds and produce these sounds in the initial, median, and final position of words with 100% accuracy.

* Will be able to recognize blend sounds and produce these sounds in the initial position of words with 100% accuracy.

Will be able to discriminate between long and short vowel sounds with 100% accuracy.

* Will be able to organize ideas in order to follow plot sequence and find main ideas.

Will be able to associate ideas in materials read by means of drawing conclusions and predicting outcomes.

Will be able to locate information using the table of contents, page number, titles, and find specific information.

Will be able to tell a story which has been read previously as well as illustrating and dramatizing.

* Will be able to recognize 220 Dolch Basic Sight Words.

Will be able to recognize root or base words, word endings, contractions, and possessives.

Will be able to use word form clues, configurations, and visual similarity of rhyming words.

PUPIL 5

* Will be able to name all letters, both upper and lower case, in the alphabet with 100% accuracy.

* Will be able to recognize consonant sounds and produce these sounds in the initial, median, and final position of words with 100% accuracy.

* Will be able to recognize blend sounds and produce these sounds in the initial position of words with 90% accuracy.

* Will be able to recognize digraph sounds and produce these sounds with 100% accuracy.

* Will be able to discriminate between long and short vowel sounds with 80% accuracy.

* Will be able to organize ideas in order to follow plot sequence and find main ideas.

Will be able to associate ideas in materials read by means of drawing conclusions and predicting outcomes.

* Will be able to locate information using the table of contents, page number, titles, and find specific information.

* Will be able to tell a story which has been read previously.

* Will be able to recognize 220 Dolch Basic Sight Words.

Will be able to use word form clues, configurations, and visual similarity of rhyming words.

Will be familiar with structural analysis such as little words in big words, compound words, root or base words, possessives, contractions, and word endings.

PUPIL 6

* Will be able to name all letters, both upper and lower case, in the alphabet with 100% accuracy.

* Will be able to recognize consonant sounds and produce these sounds in the initial, median, and final position of words with 80% accuracy.

* Will be able to recognize blend sounds and produce these sounds in the initial position of words with 80% accuracy.

* Will be able to recognize digraph sounds and produce these sounds with 100% accuracy.

* Will be able to discriminate between long and short vowel sounds with 90% accuracy.

* Will be able to organize ideas in order to follow plot sequence and find main ideas.

Will be able to associate ideas in materials read by means of drawing conclusions and predicting outcomes.

Will be able to locate information using the table of contents, page number, titles, and find specific information.

Will be able to tell a story which has been read previously.

Will be able to use word form clues, configurations, and visual similarity of rhyming words.

* Will be familiar with structural analysis such as little words in big words, compound words, root or base words, possessives, contractions, and word endings.

PUPIL 7

*Will be able to recognize consonant sounds and produce these sounds in the initial, median, and final position of words with 100% accuracy.

*Will be able to recognize blend sounds and produce these sounds in the initial position of words with 90% accuracy.

*Will be able to recognize digraph sounds and produce these sounds with 80% accuracy.

*Will be able to discriminate between long and short vowel sounds with 90% accuracy.

*Will be able to identify compound words, contractions, possessive forms, and silent letters.

Will be able to hyphenate words using syllable rules.

Will be able to understand use of primary accent marks.

*Will be able to find main ideas in stories, keep events in proper sequence, draw logical conclusions, predict outcomes, see relationships, follow printed directions, and classify items.

*Will be able to alphabetize words by first two letters.

Will be able to use the technique of skimming.

Will be able to determine what source to obtain information (dictionary, encyclopedia, index, glossary, etc.).

Will be able to select descriptive and figurative words and phrases.

Will be able to supply synonyms, antonyms, and homonyms.

PUPIL 8

*Will be able to recognize consonant sounds and produce these sounds in the initial, median, and final position of words with 100% accuracy.

*Will be able to recognize blend sounds and produce these sounds in the initial position of words with 100% accuracy.

*Will be able to recognize digraph sounds and produce these sounds with 100% accuracy.

*Will be able to discriminate between long and short vowel sounds with 90% accuracy.

*Will be able to identify compound words, contractions, possessive forms, and silent letters.

Will be able to understand use of primary accent marks.

*Will be able to find main ideas in stories, keep events in proper sequence, draw logical conclusions, predict outcomes, see relationships, follow printed directions, and classify items.

*Will be able to alphabetize words by first two letters.

Will be able to use the technique of skimming.

Will be able to determine what source to obtain information (dictionary, encyclopedia, index, glossary, etc.).

Will be able to select descriptive and figurative words and phrases.

Will be able to supply synonyms, antonyms, and homonyms.

*Will be able to recognize 220 Dolch Basic Sight Words.

PUPIL 9

* Will be able to recognize consonant sounds and produce these sounds in the initial, median, and final position of words with 100% accuracy.

* Will be able to recognize blend sounds and produce these sounds in the initial position of words with 100% accuracy.

* Will be able to recognize digraph sounds and produce these sounds with 100% accuracy.

* Will be able to discriminate between long and short vowel sounds with 90% accuracy.

* Will be able to identify compound words, contractions, possessive forms, and silent letters.

Will be able to understand use of primary accent marks.

* Will be able to find main ideas in stories, keep events in proper sequence, draw logical conclusions, predict outcomes, see relationships, follow printed directions, and classify items.

* Will be able to alphabetize words by first two letters.

Will be able to use the technique of skimming.

Will be able to determine what source to obtain information (dictionary, encyclopedia, index, glossary, etc.).

Will be able to select descriptive and figurative words and phrases.

Will be able to supply synonyms, antonyms, and homonyms.

* Will be able to recognize 220 Dolch Basic Sight Words.

PUPIL 10

*Will be able to recognize digraph sounds and produce these sounds with 90% accuracy.

*Will be able to discriminate between long and short vowel sounds with 100% accuracy.

*Will be able to apply syllabication rules.

*Will be able to hyphenate words uwing syllable rules.

*Will be able to find main ideas in stories, keep events in proper sequence, draw logical conclusions, predict outcomes, see relationships, follow printed directions, and classify items.

*Will be able to read for a definite purpose.

*Will be able to classify items and use index.

*Will be able to alphabetize words by first two letters.

*Will be able to use the technique of skimming.

*Will be able to determine what source to obtain information (dictionary, encyclopedia, index, glossary, etc.).

*Will be able to select descriptive and figurative words and phrases.

Will be able to supply synonyms, antonyms, and homonyms.

*Will be able to recognize 220 Dolch Basic Sight Words.

PUPIL 11

* Will be able to recognize similarities of known words such as compound words, root words, suffixes, prefixes, plurals, hyphenated words, and contractions.

* Will be able to recognize unusual characteristics of words.

* Will develop ability in getting meaning of words from context.

* Will be able to understand punctuations such as italics, quotation marks, parenthesis, and exclamation marks.

* Will know and apply syllabication rules and accent clues.

* Will be able to find main ideas, choose titles for materials read, summarize, identify key words and topic sentences.

* Will be able to find specific information, interpret descriptive words and phrases, select facts to remember, select facts to support main ideas, and arrange ideas in sequence.

Will be able to interpret story ideas (generalize), see relationships, identify the mood of a reading selection, identify author's purpose, and identify character traits.

Will develop and understand formal outlining.

PUPIL 12

* Will be able to name all letters, both upper and lower case, in the alphabet with 100% accuracy.

* Will be able to recognize consonant sounds and produce these sounds in the initial, median, and final position of words with 100% accuracy.

* Will be able to recognize blend sounds and produce these sounds in the initial position of words with 100% accuracy.

* Will be able to discriminate between long and short vowel sounds with 90% accuracy.

* Will be able to organize ideas in order to follow plot sequence and find main ideas.

* Will be able to associate ideas in materials read by means of drawing conclusions and predicting outcomes.

* Will be able to locate information using the table of contents, page number, titles, and find specific information.

* Will be able to tell a story which has been read previously.

* Will be able to recognize 220 Dolch Basic Sight Words.

Will be able to use word form clues, configurations, and visual similarity of rhyming words.

* Will be familiar with structural analysis such as little words in big words, compound words, root or base words, possessives, contractions, and word endings.

PUPIL 13

* Will be able to recognize digraph sounds and produce these sounds with 100% accuracy.

* Will be able to discriminate between long and short vowel sounds with 100% accuracy.

* Will be able to recognize similarities of known words such as compound words, root words, suffixes, prefixes, plurals, hyphenated words, and contractions.

* Will be able to recognize unusual characteristics of words.

* Will develop ability in getting meaning of words from context.

Will be able to understand punctuations such as italics, quotation marks, parenthesis, and exclamation marks.

Will know and apply syllabication rules and accent clues.

* Will be able to find main ideas, choose titles for materials read, summarize, identify key words and topic sentences.

Will be able to interpret story ideas (generalize), see relationships, identify the mood of a reading selection, identify author's purpose, and identify character traits.

Will develop and understand formal outlining.

PUPIL 14

* Will be able to recognize blend sounds and produce these sounds in the initial position of words with 100% accuracy.

* Will be able to discriminate between long and short vowel sounds with 100% accuracy.

* Will be able to recognize similarities of known words such as compound words, root words, suffixes, prefixes, plurals, hyphenated words, and contractions.

* Will be able to recognize unusual characteristics of words.

* Will develop ability in getting meaning of words from context.

* Will be able to understand punctuations such as italics, quotation marks, parenthesis, and exclamation marks.

Will know and apply syllabication rules and accent clues.

* Will be able to find main ideas, choose titles for materials read, summarize, identify key words and topic sentences.

* Will be able to interpret story ideas (generalize), see relationships, identify the mood of a reading selection, identify author's purpose, and identify character traits.

* Will be able to find specific information, interpret descriptive words and phrases, select facts to remember, select facts to support main ideas, and arrange ideas in sequence.

Will develop and understand formal outlining.

PUPIL 15

* Will be able to recognize consonant sounds and produce these sounds in the initial, median, and final position of words with 80% accuracy.

* Will be able to recognize digraph sounds and produce these sounds with 80% accuracy.

Will be able to recognize blend sounds and produce these sounds in the initial position of words with 80% accuracy.

* Will be able to discriminate between long and short vowel sounds with 80% accuracy.

Will be able to organize ideas in order to follow plot sequence and find main ideas.

* Will be able to associate ideas in materials read by means of drawing conclusions and predicting outcomes.

Will be able to locate information using the table of contents, page number, titles, and find specific information.

Will be able to tell a story which has been read previously.

Will be able to recognize 220 Dolch Basic Sight Words.

Will be able to use word form clues, configurations, and visual similarity of rhyming words.

Will be able to recognize little words in big words, compound words, root or base words, possessives, contractions, and word endings.

APPENDIX B

Metropolitan Achievement Test
Silvaroli Informal Reading Inventory
Teacher-made Diagnostic Inventory
Personal Interest Survey
Individual Profile

METROPOLITAN ACHIEVEMENT TESTS

FORM C

Walter N. Durost
Harold H. Bixler
J. Wayne Wrightstone
George A. Prescott
Irving H. Balow

NAME _____

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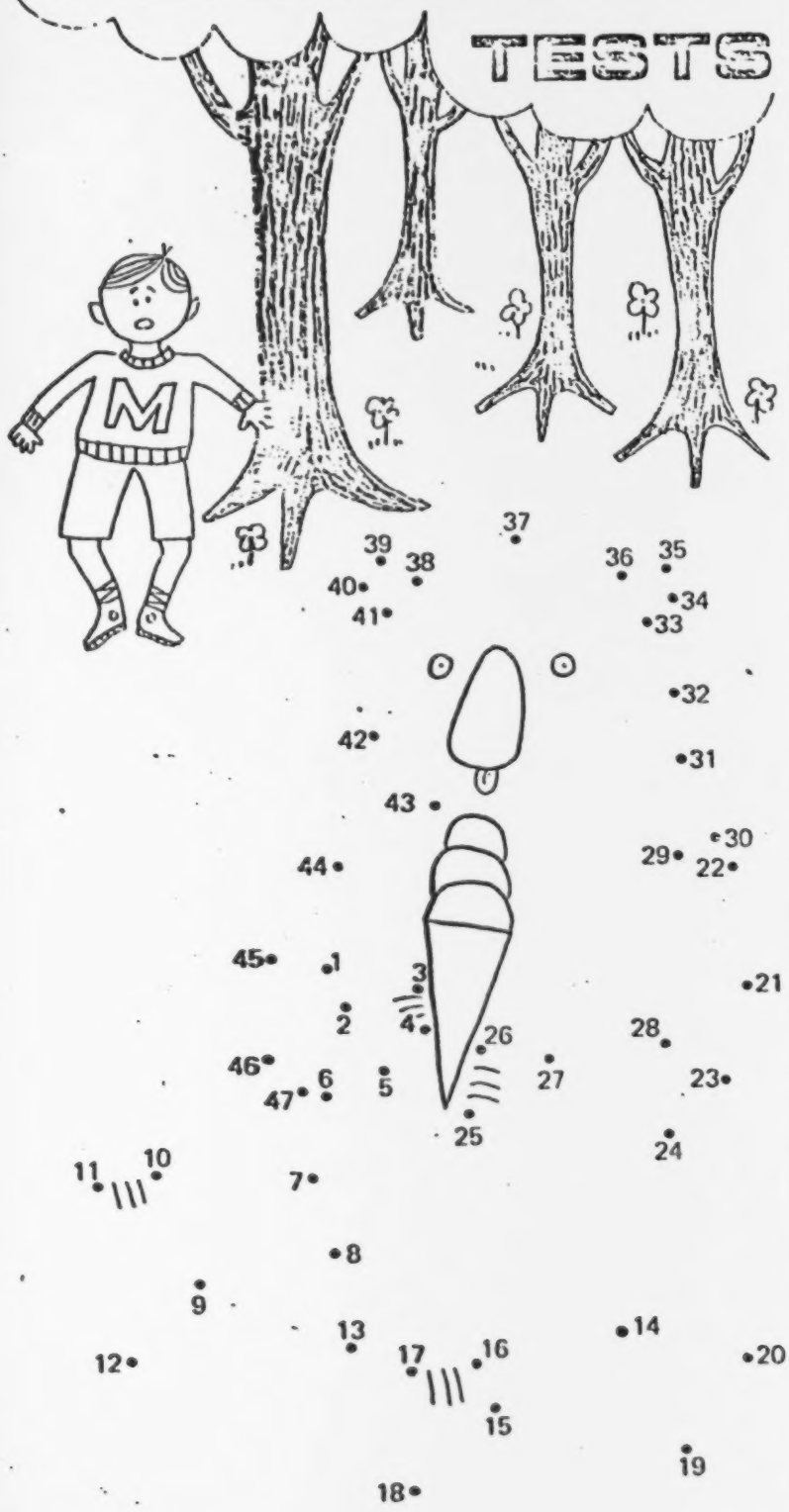
METROPOLITAN ACHIEVEMENT TESTS

FORM G



Walter N. Durost
Harold E. Bixler
J. Wayne Wrightstone
George A. Prescott
Irving H. Balow

NAME_____

B 511016

SECOND EDITION

CLASSROOM reading INVENTORY

Nicholas J. Silvaroli
Arizona State University

WM. C. BROWN COMPANY PUBLISHERS
Dubuque, Iowa

INVENTORY RECORD

Student's Name: _____ Grade: _____ Age (Chronological): _____ yrs. mos.

Date: _____ School: _____ Administered by: _____

GRADE		PART I	PART II–ORAL			ESTIMATED LEVELS
		% of words correct	WR	COMP	H.C.	GRADE
1	PP					
	P					INDEPENDENT _____
	1					
2						INSTRUCTIONAL _____ (range)
3						
4						FRUSTRATION _____
5						
6						
7						(Hear. Capacity) _____
8						

Check consistent WORD RECOGNITION ERRORS (Parts I, II, and III)

consonant
- _____Consonant sounds (e.g.; p, b, etc.)
- _____Blends (e.g.; bl, sm, etc.)
- _____Digraphs (e.g.; th, ch, etc.)
- _____Endings (e.g.; s, ed, ing)
- _____Compounds
- _____Contractions

vowel
- _____Long vowels (Name)
- _____Long/Short oo
- _____a plus l or w (e.g.; call, saw)
- _____Lacks vowel rule understanding
- _____Short vowels (Sound)
- _____Vowels plus r
- _____Dipthongs (e.g.; ou, oi, etc.)
- _____Vowel combinations (e.g.; oa, ai, etc.)

syllable
- _____Visual Patterns of syllables (e.g.; vccv, vcv, c+le)
- _____Auditory Syllable elements
- _____Prefix
- _____Suffix

Check consistent COMPREHENSION ERRORS (Part II–Questions)

_____Fact question (F) _____Inference question (I) _____Vocabulary question (V)
_____"Word caller" (reads words without associating meaning)
_____Poor memory or recall _____Unable to utilize visual images while reading

Summary of Specific Needs:

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Word Recognition Scoring Sheet

Directions: Use the following codes in response column:

correct word	√	
mispronunciation	M	(and word said)
substitution	S	(and word said)
refusal (after 5 seconds)	R	

To get percentage of accuracy, multiply number of errors by 5 and deduct total from 100.

Pupil_____

Date_____

Instructional Levels_____

Teacher_____

A *(Pre-Primer)*		B *(Primer)*		C *(First)*	
Word	*Response*	*Word*	*Response*	*Word*	*Response*
1. a		all		about	
2. ball		at		as	
3. blue		boat		be	
4. come		but		by	
5. father		do		could	
6. get		duck		fast	
7. have		find		friend	
8. house		girl		guess	
9. in		he		hen	
10. it		kitten		how	
11. little		like		long	
12. make		now		mitten	
13. mother		out		never	
14. not		put		old	
15. play		saw		party	
16. ride		stop		sat	
17. see		thank		some	
18. to		there		tell	
19. want		three		tree	
20. will		train		walk	
Score ____%		Score ____%		Score ____%	

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ISBN 0-695-2 0862-

Long - Short Vowel

Directions: Number your paper from 1 through 10. Listen for each vowel sound. Write the vowel that makes the sound. Beside that, write the word long or short.

1. feem
2. raf
3. nup
4. hade
5. pise
6. kade
7. mufe
8. pez
9. ris
10. bod

R-controlled.

Directions: Number your paper from 1 through 8. After each nonsense word is called, write two(2) letters that make the r-controlled sound.

1. h<u>er</u>st
2. t<u>ur</u>p
3. g<u>ar</u>b
4. l<u>ar</u>p
5. f<u>al</u>p
6. t<u>ir</u>p
7. d<u>al</u>t
8. c<u>or</u>z

Other Vowels

Directions: Number your paper from 1 through 6. Write the two(2) letters that make the vowel sound in each of the words I call.

1. p<u>oo</u>f
2. t<u>aw</u>
3. c<u>oy</u>
4. t<u>au</u>t
5. s<u>oo</u>k
6. t<u>oi</u>nt

Alphabet Mastery

Directions: Look on this page with letters on it. Draw a circle around the alphabet that I call.

	w	s	z	x	m	14.	w	n	y	m	u
	o	a	e	u	t	15.	i	l	j	g	w
	w	l	t	s	f	16.	l	i	a	j	c
	q	p	d	g	m	17.	b	p	d	g	a
	f	l	k	a	h	18.	c	z	e	s	w
	w	x	v	s	y	19.	n	h	m	b	d
	h	t	l	f	m	20.	z	w	m	v	n
	r	u	n	m	s	21.	c	e	o	a	u
	d	b	p	q	a	22.	u	w	m	v	n
	u	w	m	n	j	23.	p	q	d	g	j
	o	g	e	m	c	24.	n	v	u	m	w
	c	u	o	e	m	25.	k	f	l	t	h
	v	s	x	z	w	26.	g	p	j	d	b

!phabet Mastery

Directions: Look on this page with letters on it. Draw a circle around the alphabet that I call.

	H	B	M	A	N	14.	M	V	N	U	W
	K	F	A	B	H	15.	B	S	Z	R	C
	C	O	G	Q	B	16.	L	J	T	I	K
	R	D	E	B	E	17.	O	C	Q	D	G
	J	L	I	T	N	18.	L	J	K	T	I
	L	J	M	T	I	19.	B	R	D	O	C
	R	E	L	F	T	20.	V	U	W	Y	M
	E	J	K	F	L	21.	G	C	O	Q	D
	P	R	B	D	K	22.	N	M	W	V	H
	O	C	Q	D	U	23.	U	W	V	X	Y
	R	B	P	K	L	24.	X	Y	W	N	M
	M	W	N	V	Y	25.	Y	Z	K	S	N
	P	K	R	E	F	26.	W	M	X	V	Y

Consonant

Directions: On this page you will listen for beginning sounds. Draw a circle around the word that makes the beginning sound I call.

1.	moz	boz	coz	foz
2.	ter	per	fer	der
3.	gib	bib	rib	quib
4.	run	lun	mun	pun
5.	tum	pum	rum	sum
6.	hun	gun	tun	pun
7.	joz	noz	moz	boz
8.	fin	sin	fin	min
9.	lalt	yalt	malt	dalt
10.	mip	zip	cip	dip
11.	qip	wip	tip	zip
12.	mez	pez	tez	hez
13.	sel	vel	mel	wel
14.	miz	liz	tiz	wiz
15.	wix	wif	wid	wis
16.	kum	tum	wum	sum
17.	pes	des	res	bes
18.	dun	tun	bun	sun
19.	sep	rep	mep	nep
20.	fed	med	ned	sed
21.	rip	gib	sip	jip

Consonant Digraph

Directions: On this page you will listen for a sound that is usually shown by two(2) letters. Listen carefully and think of the two(2) letters that make the sound. Circle the word that makes the sound that you hear.

1.	shafe	trafe	chafe	slafe
2.	whame	chame	clame	plame
3.	shup	thup	chup	trup
4.	whar	star	plar	thar
5.	chum	clum	thum	slum
6.	tunt	tung	tump	tug

Syllabication

Directions: On this inventory you will look for the syllables in each word. Divide the words into syllables. (NOTE: Have the children divide the words according to the instructions given.)

1. vcv (rudon)
2. compound words (branchoff)
3. cle (rancle)
4. prefix (pretuf)
5. vccv (blandiff)
6. double consonant (suddoz)
7. digraph (lenchot)

INTEREST INVENTORY

NAME _____ DATE _____

DIRECTIONS: Shade in the circle below your answer.

1. Age 6 7 8 9 10 11 12

2. Number of brothers 0 1 2 3 4 5 6 more

3. Number of sisters 0 1 2 3 4 5 6 more

4. Number of schools attended 1 2 3 4 5

5. Do you like school? Yes No

6. Pick the color you like best. yellow blue red green

black brown purple orange white

7. Pick your favorite subjects. reading mathematics science

handwriting art music P.E.

8. What "bugs" you about school? teachers friends

homework writing school rules

INTEREST INVENTORY (Continued): NAME _____

9. Do you have friends? Yes ○ No ○

10. What grade is your friends in? K ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○

11. What kinds of television programs do you like?

cartoons ○ soap operas ○ sports ○ superheroes ○ comedies ○

12. What is your favorite pasttime? sleeping ○ playing ○

watching television ○ cleaning up ○ reading ○

13. Do you like pets? Yes ○ No ○

14. What do you like best about yourself? looks ○ your size ○

the way you dress ○ your special talents ○

15. What do you want to be when you grow up? doctor ○ dentist ○

basketball player ○ nurse ○ teacher ○ president ○ secretary ○

football player ○ baseball player ○ construction worker ○

other ○

INDIVIDUAL PROFILES

CASE NUMBER	CHRONOLOGICAL AGE	DATE OF BIRTH	PRESENT GRADE	SILVAROLI			DIAGNOSTIC		METROPOLITAN ACHIEVEMENT	
				Indep.	Instr.	Frust.	Know	Don't Know	Stanines	Percentiles
1										
2										
3										
4										
5										
6										
7										

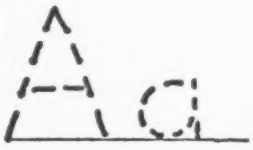
APPENDIX C

Unit Test Samples
List of Games
List of Special Materials

Name_____ Date_____

FORM A

TEST R2: LETTER SHAPES

Sample:			_____	
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____
	_____	_____	_____	_____

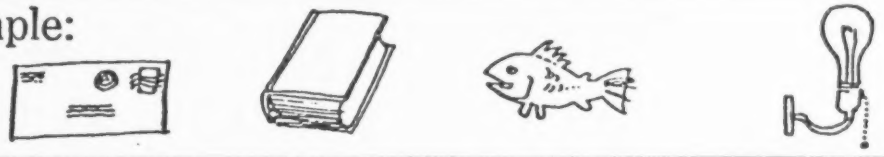
Name_____ Date_____

FORM A

TEST R3: AUDITORY DISCRIMINATION

(Page 1)

Sample:



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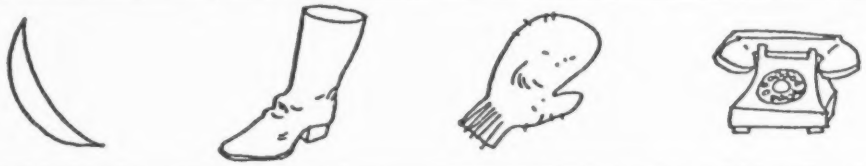

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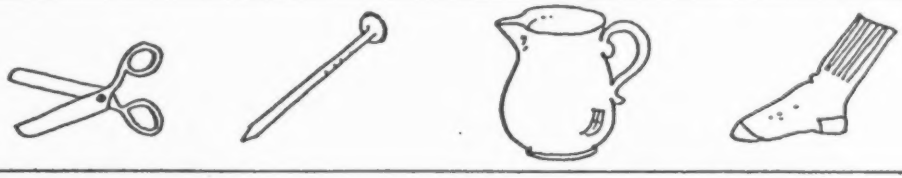

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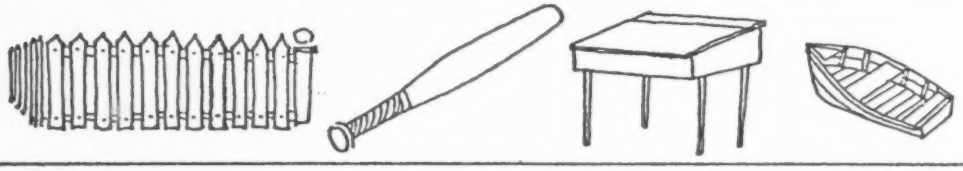

4.

5.

6.

7.

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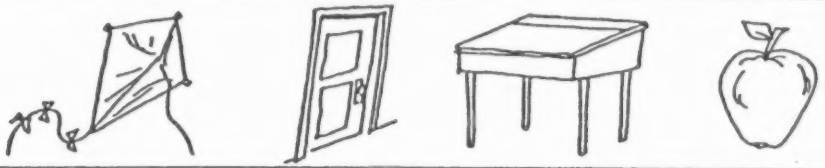
Name_____ Date_____

FORM A
TEST R 3: AUDITORY DISCRIMINATION
(Page 2)

8. 

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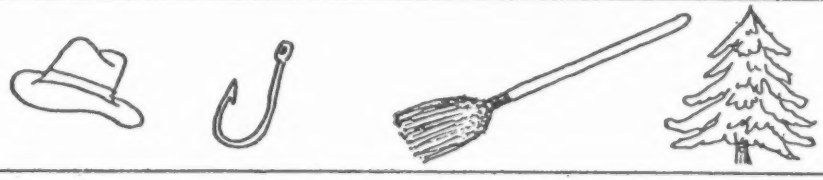
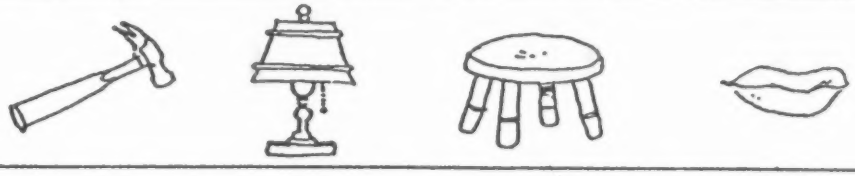
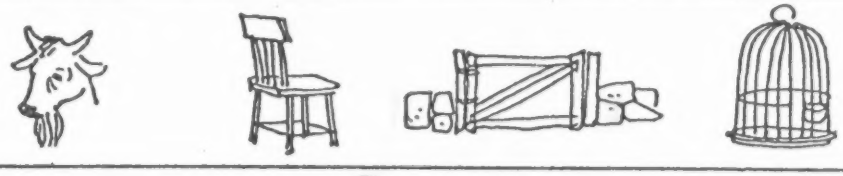
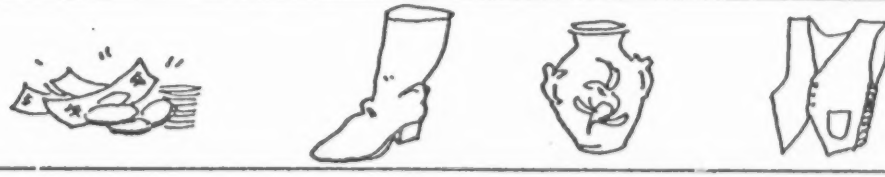
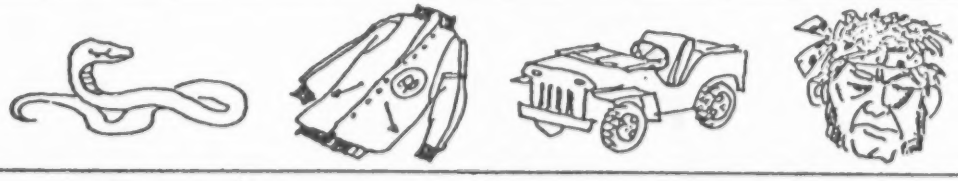
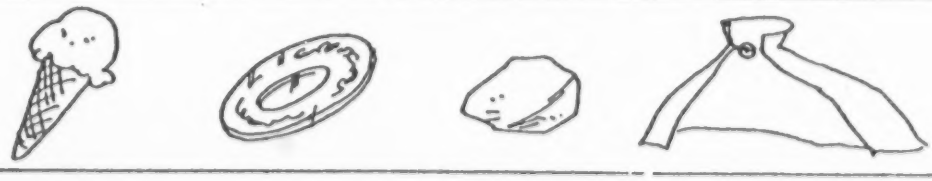
10. 

11. 

12. 

13. 

14. 

15. 

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Name_____ Date_____

FORM A

TEST R1: LETTER NAMES (Page 1)

a d (c) f

c w a x

i m j p

s t b n

r h w b

u e s i

c k r z

t j e f

y t l o

x y h p

d u a b

n v e z

l h q i

a d w l

...e cooper-McGuire Diagnostic Word-Analysis Test (Form A)
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Name_____ Date_____

FORM A

TEST R1: LETTER NAMES (Page 2)

w y o m

y k f l

d g n q

s u z o

k t h g

x p v r

u w c q

r j i v

a k m j

l y z a

u s q t

m g s x

z x j e

t s c j

Name_____ Date_____

FORM A
TEST R4: SOUND BLENDING

(This test is administered to each pupil individually. The teacher uses this response sheet for reading the items and for recording the pupil's correct responses. The pupil should be seated where he cannot observe the recording of his responses.)

(Read the words in the column below, breaking them into separate sound elements as indicated by the broken lines. Use the whole word in parentheses as your guide to pronouncing the sound elements. Do not distort the sounds; pronounce them as they would be pronounced in the whole word. There should be a slight pause in the word wherever the broken lines appear. Put a check on the line to the right of the word only if the child pronounces it correctly.)

I will say the parts of a word that you know. Let's see if you can tell me what word I'm saying.

1. (sĕnd) s - - end _____
2. (black) bl - - ack _____
3. (rope) r - - ope _____
4. (chair) ch - - air _____
5. (boat) boa - - t _____
6. (pile) pi - - le _____
7. (step) ste - - p _____
8. (cake) ca - - ke _____
9. (school) sch - - oo - - l _____
10. (rain) r--ai--n _____

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Name_____ Date_____

FORM A

TEST P1: SINGLE INITIAL CONSONANTS

(Page 1)

Sample: wet pet bet set

1. tale	male	vale	pale
2. sip	lip	rip	dip
3. mend	send	tend	bend
4. day	hay	bay	ray
5. bell	fell	tell	jell
6. lint	mint	tint	hint
7. dill	till	pill	bill
8. paw	raw	saw	caw
9. day	hay	bay	say
10. hook	nook	book	cook

The couper-McGuire Diagnostic Word-Analysis Test (Form A)
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Name_____ Date_____

FORM A

TEST P1: SINGLE INITIAL CONSONANTS

(Page 2)

11. mine	wine	fine	line
12. bent	went	cent	tent
13. bump	hump	lump	dump
14. rung	hung	dung	lung
15. peg	keg	leg	beg
16. fin	gin	pin	tin
17. vale	kale	pale	male
18. lip	hip	yip	sip
19. bell	cell	tell	jell
20. sip	hip	zip	lip
21. name	game	same	fame

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Name_____ Date_____

FORM A

TEST P3: SUBSTITUTING INITIAL CONSONANTS

Sample: ball

___all

___all

1. can	2. wig	3. same	4. fell
___an	___ig	___ame	___ell
___an	___ig	___ame	___ell
___an	___ig	___ame	

5. set	6. fill	7. went	8. tip
____et	___ill	____ent	___ip
____et	___ill	____ent	
____et	___ill	____ent	

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Name_____ Date_____

FORM A

TEST P5: FINAL CONSONANTS

(Page 1)

Sample: fad fan far fat

1.	tam	tab	tag	tan
2.	sap	sat	sad	sag
3.	rod	rot	rob	row
4.	bid	bib	bin	bit
5.	hub	hug	hum	hut
6.	roan	roam	roar	road
7.	rib	rid	rig	rip
8.	fog	fob	for	fox

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Name_____ Date_____

FORM A

TEST P6: POSITION OF CONSONANT SOUND

Sample:	a.	t		
	b.		t	
	c.			
	d.			
	e.			
A.	1.			
	2.			
	3.			
	4.			
	5.			
B.	1.			
	2.			
	3.			
	4.			
	5.			

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Name_____ Date_____

FORM A

TEST P7: INITIAL BLENDS AND DIGRAPHS (Part 1)

Sample: shop stay slide seed

	simple	shekel	skeleton	squabble
2.	chimney	shepherd	clinker	creature
	window	wrought	quarter	whimper
4.	trouble	twilight	thimble	splendid
5.	tempest	threaten	though	trigger
6.	bump	clump	bring	blind
7.	squabble	snuggle	spatter	staple
	brisket	string	blunder	bargain
9.	scarce	story	shatter	sport
10.	caustic	character	classic	scatter
11.	dream	brought	stream	design
12.	cellar	clinker	chipmunk	creature
13.	falcon	flicker	frontier	pliable
14.	flower	finished	bright	frugal
15.	stream	gleam	gamble	grass
16.	trouble	thunder	staple	tinker
17.	slant	public	plentiful	progress
18.	glisten	grapple	blotter	gamble
19.	smuggle	slippery	stampede	sallow
20.	plentiful	principal	partner	brighten

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Name_____ Date_____

FORM A

TEST P11: DIFFERENTIATING BETWEEN LONG AND SHORT VOWELS

Sample: make mat man rain pale

1. lit	light	mine	ditch	ice
2. cake	ran	made	catch	hat
3. jump	up	use	mule	puff
4. bed	deep	feet	stretch	men
5. grace	fade	mast	gauge	wrap
6. tide	fist	chime	stitch	hit
7. goat	bone	sock	mop	ghost
8. met	meat	sheen	pet	left
9. lot	hop	joke	hope	rod
10. use	cup	juice	jump	crutch

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Name_____ Date_____

FORM A

TEST P13: VOWEL DIGRAPHS AND DIPHTHONGS

Sample: ou ee ew oi

1. oo ow oi ea	9. oo ee ew oi
2. ou ai aw ea	10. aw ow oo oi
3. aw ai ea oi	11. oi ea aw oo
4. aw oi ou ea	12. au oy eu ee
5. ow oi aw ea	13. ay ee au ow
6. ou oi aw ow	14. ew ow ai au
7. ea aw ou oo	15. oa ew ow oy
8. oa ou oy oo	16. ow ea oy ai

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Name_____ Date_____

FORM A

TEST S1: WORD ENDINGS

Sample: joke joked jokes joking joker

1.	call	calls	calling	called	caller
2.	drift	drifter	drifting	drifts	drifted
3.	climb	climber	climbs	climbed	climbing
4.	stick	sticker	sticky	sticking	stickiest
5.	love	lover	lovely	lovable	loving
6.	push	pushes	pushed	pusher	pushing
7.	fast	fasting	fasted	faster	fastest
8.	light	lights	lighter	lighten	lightly
9.	help	helped	helpful	helper	helping
10.	move	movement	moved	moves	moving

Name_____ Date_____

FORM A

TEST S2: FINDING THE ROOT WORD (Part 1)

Sample: e a t e n

1. l o o k i n g
2. c l i m b e d
3. f a s t e r
4. f i n d s
5. l o n g e s t
6. c o m e s
7. r u n n i n g
8. b o x e s
9. b o y s
10. j u m p e d

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Name_____ Date_____

FORM A

TEST S3: COMPOUND WORDS

Sample: something

1. fireman
2. sidewalk
3. anywhere
4. schoolroom
5. staircase
6. playpen
7. downtown
8. highway
9. birthday
10. inside

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Name_____ Date_____

FORM A

TEST S4: CONTRACTIONS

Sample: he's _____

1. hasn't _____
2. don't _____
3. we've _____
4. I'm _____
5. she'll _____
6. let's _____
7. I've _____
8. you're _____
9. can't _____
10. won't _____

Name _____ Date _____

FORM A
TEST S5: IDENTIFYING PREFIXES AND SUFFIXES

Sample: return worker

1. noisy
2. inactive
3. nonprofit
4. happiness
5. disobey
6. faithful
7. unlock
8. export
9. argument
10. northward
11. lovable
12. honestly
13. prejudge
14. restless
15. submarine
16. repack
17. misfit
18. childish
19. antifreeze
20. typist

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Name_____ Date_____

FORM A

TEST S7: NUMBER OF SYLLABLES IN A WORD

_____

Sample: became _____

_____

1. grass	_____	11. insects	_____
2. reload	_____	12. remainder	_____
3. midnight	_____	13. immediate	_____
4. seat	_____	14. away	_____
5. devote	_____	15. moccasins	_____
6. belong	_____	16. stored	_____
7. uncover	_____	17. porcupine	_____
8. money	_____	18. government	_____
9. hammer	_____	19. cookies	_____
10. passenger	_____	20. refrigerator	_____

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- LIST OF SPECIAL MATERIALS -

Peabody Kit, Levels 1 and 2

AIMS Phonics Skills Kit

AIMS Pre-Reading Kit

AIMS Basic Reading Kit

AIMS Comprehension Kit A

AIMS Comprehension Kit B

The New Phonics We Use Learning Games, Kit One

Upbeat, A Phonics Bookshop

Super Books Kit 1

The Apple Tree Learning Games Kit

SRA Schoolhouse Word Attack Kit

Dolch First Reading Books

Bill Martin's Instant Readers (Levels One, Two, and Three)

Workbooks

- Alphabet Activities
- Beginning Consonants
- Circus Days Reading Activities
- Comprehension Learning Games
- Following Directions 1
- Pasting Time
- Phonograms
- Reading Carefully
- Short Vowels

- LIST OF GAMES -

Matching Circles (readiness)

Spin and Say (blends)

Gumball Machines (long and short vowels)

Snoopy Says (vocabulary words)

Right As Rain (alphabetical order)

Frog on a Lily Pad (prefexes)

Bozo (plurals)

Prorky (antonyms)

Free Throw (long and short vowels)

Star Wars (ar, er, ir, or, ur)

Vowel Target (short vowels)

Baseball Diamond (prefix/suffix)

Monster Match (vowel combinations)

Hoist the Mainsail (main idea)

Silent Sam Says (silent consonants)

Step by Step (sequence)

Compound Capers (compound words)

Happy Homonyms (homonyms)

Dipthong Dilemma (dipthong)

Digraph Daze (digraphs)

Rhyme Time (rhymes)

Hobo (syllabication)

Ally Oop (synonyms)

Pick-A-Plural (plurals)

APPENDIX D

Observers' Verification Letters

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